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ABSTRACT

A brief program description, recommendations to the sponsor, and an evaluation report are presented for a 6-day summer workshop to train public school teachers and administrators (K-12) to use community resource people in career awareness and exploration programs. Activities reported include large- and small-group training sessions, community site visits, and interaction between the 50 participants (teachers and administrators from three school districts) and members of the Greater Portland Work-Education Council. Recommendations are presented concerning three topics: U.S. Office of Career Education initiatives, collaboration in career education, and local collaborative efforts. The evaluation report describes procedures and results of a three-part assessment: (1) pre-post-test comparison of workshop participants (46) and comparison group teachers (2); observation of workshop activities of 10 randomly selected participants; and (3) interviews with representatives from the six agencies and organizations involved in the project. Conclusions reported include the following: participant teachers gained in self-confidence and knowledge of Portland's resources and were superior to comparison teachers in skills for preparing students and community resource persons to produce a successful instructional situation; participant administrators strengthened relationships with key community groups; cooperation between the six collaborating groups was responsible for the project's positive conclusion. Questionnaires and interview forms are appended. (JT)

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STRENGTHENING EDUCATION'S PARTICIPATION IN THE WORK-EDUCATION CONSORTIUM PROJECT

Final Report

Contract No. 300770425

A Collaborative Project of

- Portland School District, Portland, Oregon
- Hillsboro Union High School District, Hillsboro, Oregon
- Tigard School District, Tigard, Oregon
- Institute for Public Affairs Research (IPAR), Portland, Oregon
- Northwest Regional Educational Laboratory, Portland, Oregon

In Cooperation with

- Greater Portland Work-Education Council, Portland, Oregon

Final Report Submitted by

Portland School District No. 1
Portland, Oregon

Marvin Rasmussen, Director
Instructional Support, Career Education

To

Office of Career Education
U.S. Office of Education

September 30, 1978

CE 024 457

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PART I

Summary of Project Activities

PART I

Summary of Project Activities

Task A. Training Educational Personnel

Our interim report provided an initial summary of training activities as modified by the project staff and steering committee. We shall provide a quick review of what occurred on each training day (six in all) but not include attachments from the training events discussed in the six-month report.

Day 1. The initial session of the USOE Work-Education Consortium was designed to orient participants on how to infuse effective school-community career awareness and explorations activities using community resource people into standard coursework. During the morning a videotape of class visits by two community resource people was shown. The participants identified the positive and negative aspects of each person's presentation and discussed ways the teacher could have helped the community resource person plan a more effective presentation. A brainstorming session followed; participants shared ways they had used the community as a resource and identified several problems that inhibited the use of community resources. Recognizing that problems encountered in an elementary school differed tremendously from problems in a high school, the participants divided into an elementary school group and two high school groups. The groups focused on the problems that discouraged teachers from using community resources and explored solutions to these problems.

The afternoon session began with a panel composed of two community resource people, two elementary students and two high school students. The resource people described their experiences in working with students and teachers and the students described the career explorations in which they had participated. Teachers were very interested in how they could make the career explorations more meaningful from the perspective of the students and the community resource people. The next activity examined how to plan effective career explorations in and out of school. The day ended with participants selecting community sites they would like to explore on Day 2.

Day 2. Computer programmers, architects, retail managers and printers were just a few of the community resource people visited by the workshop participants during the morning of Day 2. Individuals and small groups explored careers at over 30 sites. The purpose of this activity was for teachers and support staff to meet community resource people in their own setting the same way that a student might do during a career explorations.

The afternoon session began with a lively discussion of the many sights and sounds the participants had experienced at the various sites. The presentations given by the community resource people were evaluated in terms of their appropriateness for students in different grades and subject areas. In response to requests by teachers for additional materials, a packet of activities titled "World of Work" (Akron, Ohio's project) was provided. Individuals also shared ideas and activities on using community resources they had developed and written on the "What Careers Come to Mind" form. The day ended with a meeting of support staff to actively involve them in planning the next three workshop days.

Day 3. Participants visited community sites during the morning and completed the "Site Information for Student Community Exploration" and the "Site Analysis for Applied Learning" forms. The data collected on these forms provided participants with detailed information to use writing lesson plans. The afternoon was a planning session to review project requirements and to allow participants to meet in building or district groups to draft an outline of a building or district plan.

Day 4. The support staff decided that rather than go out into the community they would like to hear panels composed of representatives from the business and school communities. Two panels were convened for workshop Day 4. The first panel consisted of representatives from the Greater Portland Work-Education Council. They explained the purpose of the Council and responded to questions about collaboration. The second panel was composed of educators who explained their approaches to school-community collaboration and described exemplary programs that are using community resources in exemplary ways.

Day 5. As a result of suggestions by the "support staff," workshop Days 5 and 6 were combined into a single day. The activities for Days 5 and 6 were scheduled in the morning and afternoon respectively.

Participants prepared for the morning session by developing a plan to use in their building or district that would increase collaboration between school and community resource people. The plan included ways administrative staff could support the planned activities of teachers such as transportation, scheduling and other logistics as needed (see Attachment A).

The building plans were presented to a panel made up of a central office administrator, a high school principal, a career education specialist and a teacher. The panel reviewed each plan and identified potential conflicts with district policies. The panelists suggested ways to strengthen and implement the plans.

Since one objective of the project was to help educators use community resources more effectively, a panel of four community

resource people was convened for the afternoon session. The panel reviewed the planning checklist, "Preparing for a Community Resource Person" (Attachment B). The members of the panel discussed positive and negative experiences they had encountered as community resource people. The panelists emphasized the preparations that resulted in positive experiences for them. The support staff was very interested in suggestions that would help them assist teachers in planning to bring community resource people into the classroom.

Day 6. Day 6 included visual and oral presentations by all participants and a panel discussion by five members of the Greater Portland Work-Education Council. The support staff participants opened the session by presenting recommendations (see Attachment C) on how to improve work-education collaboration to the Work-Education Council. Representatives from the support staff group briefly discussed the items and answered questions. The Work-Education Council then held a meeting to prepare responses to the recommendations. Later during the day the panel reported to the group what they felt would be done to initiate some of the recommendations. A discussion between the Work-Education Council and all participants followed.

Several teachers displayed materials such as photographs of a community resource person taken by students, a learning kit designed to help primary students explore different occupations and resumes written by students in a high school business skills class. A group of support staff and teachers from one junior high school presented a slide-tape they had developed during the project titled "Businesses in Our Community." One teacher brought five of his students to demonstrate an activity he had developed.

Lunch was provided and this gave participants an opportunity to informally discuss many of the ideas and activities that had been presented throughout the project.

Task B. Implementation Plan

We were generally very well pleased with the followup activities that occurred as a result of the training days. Day 7 was the culmination of many good activities as teachers and administrators alike shared what they intended to do in their buildings beginning in school year 1978-79. Some teachers did not feel they could wait that long to begin followup activities, however. At least one high school staff held a staff inservice in their building on how to use community resources more effectively.

Looking back on the individuals who participated in our workshops, we found that the biggest pay-off came when several staff from one building participated as a group in the workshops. They were able

to bounce ideas off of each other and then reinforce each other "back home." The outstanding example of this was four science teachers from one high school who devised a number of interesting activities together.

We were not as successful as we would have liked in securing teams of teachers and support staff from the same buildings; rather, our participants tended to be staff from isolated buildings. Therefore, we did not see the collaborative planning for long-range use of community resources to support career education that would assure crucial administrative support. However, we do feel that the participants each carried away deeper insights and commitment to using community resources to meet career education objectives and that each will be using whatever techniques they can to spread their commitment to others in their building and district.

We observed a considerable amount of inter-district sharing of ideas and possibilities, too--something which seldom occurs in our metropolitan area. Teachers and support staff from the suburbs learned some useful things from our urban staff and vice versa. All became much more familiar with the resources available from IPAR and from within our own districts (for example, the EBCE programs in Tigard and Hillsboro, and a unique resource bank of black adult role models developed in one of our Portland elementary schools to supplement the IPAR files).

Task C. Participations in USOE-Sponsored "Mini-Conferences" on Collaboration

1. We were represented at both Washington, D.C. conferences on collaboration. The first was attended by Norman Malbin, then director of the Greater Portland Work-Education Council who served as coordinator of this project during most of its duration, and the second was attended by Larry McClure, a staff member at NWREL, who picked up the project reins when Mr. Malbin assumed a position with the Corporation for Youth Enterprises in July. Both our representatives reported very favorably on their experiences at these two mini-conferences and said they were impressed by the content and participants alike.

2. Portland was also pleased to host a mini-conference in July bringing together national and local counterparts representing 15 different organizations that are supporting and/or delivering career education outcomes in one way or the other. We were glad to welcome someone from each of the 15 national-level groups and were sorry, on the other hand, that because of some mix-ups in contact addresses we missed securing local

representatives in three cases. However, we were particularly pleased with the interchange that occurred and believe that each group learned a great deal. We learned a great deal about what was happening in our own community, too! An agenda for that visit follows.

TENTATIVE AGENDA
PORTLAND, OREGON
MINI-CONFERENCE ON COLLABORATION IN CAREER EDUCATION
(U.S. OFFICE OF EDUCATION)
JULY 10-11, 1978)

Monday, July 10, 1978

8:45	Registration - Coffee	Washington Room Sheraton Hotel
	General Overview and Orientation	
	Welcome	Bill Mermis, InterAmerica
	Introduction of local and state career education visitors	Marv Rasmussen, Director of Instructional Support-Career Education
	Introduction of Greater Portland Work-Education Council	Amo DeBernardis, Chairman and President, Portland Community College
	Presentation on state career education activities	State Department of Education Staff
	Review of Work-Education Consortium "Exemplary" Project	Larry McClure Northwest Regional Educational Laboratory
	Collaboration via IPAR	Bill Moshofsky, Vice President, Georgia Pacific Corporation
11:45	Adjourn for Lunch	
	Visiting team and local counterparts arrange for lunch together (if possible)	
5:00-6:30	Reception/cash bar for visiting team members and local counterparts	

Presentations on Greater Portland Career Education Thrusts

1:30	How IPAR Links School and Community	IPAR Staff
2:00-2:30	The CETA/Portland Public Schools Connection	John Pendergrass, Coordinator, Youth Career Training, City of Portland Gary Tuck, Youth Employment Coordinator, Portland Public Schools
2:30-3:00	Emergency Home Repair Program as an Example of Interagency Collaboration	
3:00	Break	
3:30-4:00	Career Education as a System-Wide Approach	Kathy Williams, Portland Public Schools
4:00-4:30	Experience-Based Career Education as an Indepth Use of Community Resources	

Tuesday, July 11, 1978

9:00	Visiting team members work on individual reports based on first day activities Part I - What Did I Learn? Part II - Implications for the Concept of Collaboration	
12:00	Group lunch for visiting team members, local counterparts, Greater Portland Work-Education Council representatives and guests	Washington Room Sheraton Hotel
1:45	I. Collaboration: Past/Present/Future A. Local level B. State Level C. National level	

II. Where To From Here?

A. Specific local examples

B. Identify any generalization of collaboration

III. Summary and Conclusions

4:00 IV. Adjournment

Prepared June 23, 1978

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PART II

Recommendations by Portland Public Schools

PART II

A. Recommendations by Portland Public Schools for Office of Career Education Initiatives

1. Initiate and facilitate continued national-level collaboration

We believe OCE should keep in close contact with NMI as the various work-education councils across the country become established. We believe that in some cases a work-education council can reach some of the objectives Dr. Hoyt has described as he talks about "career education action councils." Because NMI, like OCE, has access to agencies and individuals at the national level, we would like to see greater collaboration among organizations in Washington, D.C. as well as at the local level. Perhaps Dr. Hoyt should suggest to NMI that local work-education councils provide ways for groups such as 4-H to have a voice in local planning.

2. Study why the CETA/school district linkage works so well in Portland

It is apparent that Portland Public Schools' relationship to CETA is somehow different from many other communities around the nation where joint planning and close cooperation are uncommon. Perhaps OCE should initiate a special case study of Portland's approach on the assumption that other communities where the prime sponsor and local school system share contiguous boundaries might benefit.

3. Document our Emergency Home Repair Program's collaborative approach

As an outstanding example of how many diverse agencies, organizations and individuals can work together in a program that is touching the lives of students as well as the community, we recommend a closer look at Portland's Emergency Home Repair Program. This effort is demonstrating the power of collaboration in a unique way; it is also a powerful testimony for career education--particularly as we build in our district's career development plan and, hopefully, greater involvement of subject matter teachers from other disciplines. EHR attracted considerable attention from the national visitors in July and it is also receiving national visibility through the CETA/YEDPA network.

4. Develop a dictionary of terms that are typically used by educators and business people

Our training sessions (particularly those that put educators in the community) and the July mini-conference again pointed up a problem we all need to face in collaboration: understanding each

other's language. Perhaps it is time we had a glossary of terms that would help us all communicate more effectively. Acronyms are particularly bothersome (e.g., various CETA programs).

5. Conduct national study of ways organized labor is being brought into full partnership

Perhaps it is time, said many of our participants, to make a real attempt to work with organized labor and find our common interests. Again, in the Portland area we think we have made some real strides (e.g., in our EHR program and in the EBCE efforts). Perhaps there are many more good examples in other communities that we could examine, too. We also know that it is difficult sometimes knowing who speaks for labor and whether an AFL-CIO representative must also be balanced by other union organizations (Teamsters, UAW, etc.) or perhaps stick with local union leaders and not the "umbrella" organizations.

6. Communicate the potential offered by CETA for furthering career education

We sensed a vast amount of uncertainty and confusion about CETA and its various facets and its relationship to the career education "movement." Much of the negative image CETA has had apparently stems from the adult components and not the various new initiatives available under YEDPA. OCE might well be advised to help dispel the negative and accentuate the positive.

B. Recommendations by Portland Public Schools on Collaboration in Career Education

1. Disseminate information on models of communication such as IPAR

While the notion of a clearinghouse for community resources to support career education has now apparently spread to other cities, Portland may still be the pioneer program that still thrives solely on the community for financial support and the hard work and dedication of many people who believe that career education can only happen if there is something like IPAR to help. Perhaps OCE should initiate a handbook describing the various programs that resemble IPAR--particularly those that include an in-service function to help staff use community resources more effectively.

2. Disseminate information on the national organizations available to support career education

The upcoming monographs may already answer this need, but we see a demand for more indepth information on how youth-oriented organizations can help us reach career education objectives (many persons in the Portland mini-conference never knew for instance that at least half of the National 4-H effort is focused on urban settings).

3. Disseminate materials and models used in Portland's YEDPA activities

This recommendation is similar to Nos. 2 and 3 in Subpart A above. We in Portland would be happy to describe how we collaborate with CETA using financial and nonfinancial agreements alike.

4. Disseminate programs that speak particularly to minorities

The visiting team in July was interested in this issue and we, too, would like to know what is happening nationally in meeting the needs of minority youth using community resources to accomplish career education objectives. OCE may well have access to some useful information here.

5. Work more closely with your staff counterparts in the Department of Labor

We know how difficult it is to communicate in a large school district and that your problem of multi-agency coordination is immense. However, we believe that it is imperative for you in Washington, D.C. to do everything in your power to work with DOL officials so they will appreciate the goals of career education and the many forms it can take. If this means camping on their doorstep until they know and understand what we're about, then

it's worth it. If it means that we should be doing something at the regional and local levels, then give us some guidelines.

6. Provide materials for youth-oriented organizations on career education and how they can help

We discovered from the July mini-conference that there is a rich resource available to us by tapping organizations like the American Legion, BPW, etc. Why not prepare some special materials at the national level that we can give to local units that spells out exactly how a local American Legion post can help a local school implement career education more effectively using Legion resources. These should be down-to-earth "how-to" materials--not conceptual documents.

C. Recommendations by Portland Public Schools on Local Collaborative Efforts

The following are recommendations summarized from our July mini-conference with national organization representatives and our reactions to those suggestions:

1. Wider advisory group input to include more diverse organizations

We agree that it is important to open up more channels of communication with groups such as Women's ORT; our only concern is the effective size of the advisory group so that interaction can still occur. Perhaps a series of task forces for special problems (sex stereotyping in career education) would be an effective input process.

2. Greater parent involvement in career education programming

We agree that parents are a very strong influence in career education and that they, too, must have input in the policy process. Most of our present advisory committee members are also parents and thus wear more than one hat: for example, several are employers or labor representatives, members of a supportive organization such as the Legion, as well as being parents.

3. More youth involvement in career education policy

We believe young adults can make an effective contribution to the career education planning process (and implementation as well, via peer tutoring and counseling, for instance). We shall be studying ways to incorporate their ideas and perspectives in local building, area and district-wide planning.

4. More contact with youth-related or community-based organizations

We have already begun to discuss ways we should be involving organizations such as those represented in the July mini-conference in the delivery of career education. Many, of course, already work with us very closely. The area coordinators of career education have a unique role to play in this regard and can be the catalyst in building community support via local chapters and affiliates of these organizations.

5. Emphasize outreach to minority students

We are committed as a district to equal educational opportunity and are working toward these goals in a variety of ways--career education being one of the more important avenues. However, we recognize that we have a long way to go and that a pilot program in one or two buildings leaves much to be desired. We hope to

make greater use of minority resource persons as one avenue for helping minority students reach their full potential.

6. Bring community-based organizations together to talk among themselves about the career education movement

This is an interesting idea and one that we will be exploring further. It may be that the Greater Portland Work-Education Council provides a ready-made vehicle for such a dialogue.

7. Establish nonfinancial agreements with agencies and organizations

Another interesting and workable idea, particularly because it has worked so well for us with CETA. To describe on paper whose responsibility it is to do what for the educational-well being of young people is a very useful activity and one that clarifies that career education is much too important an enterprise to be left to one institution alone.

Attachments--Part II

Attachment A

Title of Plan

School and District

Date

Names, positions and phone numbers of people who developed plan:

_____

_____

_____

Brief summary of plan:

General description of plan:

Steps/ When to be completed	Issues Related to Each Step: such as, scheduling, transportation, insurance, money, school policy, etc.	Who Responsible

BEST COPY AVAILABLE

Attachment B

PREPARING FOR A RESOURCE PERSON

I. Plan ahead

___ A. About three and a half weeks before you will want a Community Resource Person (CRP), begin class planning, as in II below.

___ B. Submit IPAR Community Resource Request Form two and a half weeks (12 school days) before CRP is needed.

___ C. Review IPAR suggestions in Community Resources for Teachers booklet, as well as suggestions below.

___ D. When IPAR confirmation card is received, contact the CRP to communicate about items in III and IV below.

II. Involve students in planning

___ A. Clarify the purposes of using a CRP.

___ B. Prepare a list of questions (of genuine interest to students!) for CRP.

___ C. Develop some informative and interesting activities: for preparation, for the CRP visit, for follow-up.

___ D. Develop the purposes and possible activities into a tentative lesson plan.

E. Make the actual arrangements for the event:

___ o fill in request forms

___ o contact CRP by phone, letter or in person

___ o keep log of steps accomplished

___ o identify and obtain materials to study

___ o make map of area, parking, school building, etc. to send to CRP

___ o write letter to CRP confirming arrangements and enclosing map and list of questions students are interested in

___ o select students to take notes, tape the presentation, take photos, etc.

___ o select students to arrange to report the event to the school newspaper (perhaps see if workplace of the CRP has a newsletter and would be interested in also receiving the report and photos)

___ • select student to meet CRP on arrival at school and introduce to class (this can involve a prior interview)

___ • designate someone to write follow-up thank you letter, enclosing photos and responses of students to the event

III. Be very clear with resource person about:

___ A. Characteristics of students

___ B. What are your purposes

___ C. Background study and preparation students will have had

___ D. Suggested ways the resource person can participate, including tips on things that interest and involve students

___ E. Exact time and place

IV. Find out from resource person:

___ A. Ideas she/he has for achieving the identified purposes

___ B. Preferences for room arrangement

___ C. Need for equipment or materials

___ D. Desirable preparation of students

___ E. Willingness to bring along equipment or work samples

___ F. Availability of free literature, etc.

___ G. Any other special wishes

Attachment C

Work-Education Consortium Project

IDEAS FOR RECOMMENDATION TO THE COUNCIL

- Sponsor and finance making a film illustrating successful use of resource people
- Coordinate panel of work people for faculty meetings, principals meetings, inservice days and school board meetings
- Identify and circulate opportunities for teachers' community explorations during professional days
- Sponsor career education workshops on professional inservice days, including exploration at sites
- Investigate possibility of teacher-work exchange program, and sponsor these
- Sponsor and fund (or assist in identifying sources for funding) of joint sub-council of teacher and business/labor/public service people for purpose of curriculum planning workshops

4/78

PART III

Evaluation Report

FINAL EVALUATION REPORT

of the

USOE WORK-EDUCATION CONSORTIUM PROJECT

Prepared by

Sharon K. Owen

September 1978

Education and Work Program
Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, Oregon 97204

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EVALUATION OF THE USOE WORK-EDUCATION CONSORTIUM PROJECT

1. Overview

The evaluation was designed to collect data on different aspects of the project or its participants, both teachers and administrators, on a comparison group of teachers and the interagency collaboration which occurred. This report will present: a description of the conduct of the evaluation (Section II); the results of the pre/post analysis of data from both workshop participants and comparison group teachers (Section III); summary of the Activity Observations of ten randomly selected workshop participants (Section IV); results of the Interagency Collaboration interviews (Section V); and Conclusions (Section VI).

II. Conduct of the Evaluation

Pre and Posttesting. The workshop participants' pretest was mailed to most participants with their materials prior to the first workshop and collected when they registered. Instructions in the materials packet asked them to take the test before reading the materials. For those who did not receive these materials, the pretest was given to them when they registered and then collected as soon as they finished it, prior to the start of the workshop. Posttests were distributed at the end of the final workshop and mailed to those who were absent. Eighty-seven percent of the final participants responded to both the

pre and posttests (see Table 1.).

The comparison group was obtained and pretested by the middle of February. Packets of instruments and a cover memo were forwarded to career education coordinators who distributed them or supervised their distribution. The posttest was in most cases mailed directly to the teachers at their schools. In a few cases they were distributed by persons designated by the career education coordinators. A cover memo to comparison group teachers who had returned the pretest promised a set of the activity sheets developed by the workshop participants as an incentive to return the posttest. In addition a followup letter was sent to non-respondents and a phone call provided a second followup. Fifty-seven percent of the comparison group returned both the pretest and the posttest (see Table 1.)

Selection of the Comparison Group. Based on the proportion of workshop participants at each level (i.e. elementary, junior high/middle and high school) and from each of the three school districts, an estimate was made of the number needed to make a total of at least 35 comparison group members. Thirty-six teachers were actually requested and one extra was selected by one district, making the total of 37 shown in Table 1. Although the evaluation design called for 25 comparison group teachers to be selected, it was feared that the usual rate of attrition would result in a number too few to be useful in analysis.

TABLE 1

Workshop Participants and Comparison Group Data Available

Participants		
Number who attended at least one session:	70	
Number who dropped out	17	
Number remaining		53
Number who took both pre and posttest		46 = 87%
Comparison Group		
Number who were asked to participate		37
Number who returned both pre and posttest		21 = 57%

Having established an estimate of the number of teachers needed from each district at each level, the career education coordinators were contacted and asked to select the teachers. In two districts the coordinators were asked to select teachers similar to those who had attended the workshop. This did not prove feasible in Portland; there schools were chosen at each level that did not send participants to the workshop and a comparison group was selected by random means from each of the three schools.

Activity Observations. Ten participant teachers were randomly selected to be observed during a teaching/learning activity involving use of community resources. Observations were recorded on a form developed for the purpose, the Observer's Questionnaire (see Appendix C). These observations were returned to the evaluator who shared the data with training staff as part of the formative evaluation process.

Interagency Collaboration Interviews. An interview schedule was developed and used to interview representatives from each of the agencies and organizations involved in the Work-Education Consortium Project concerning interagency collaboration (see Appendix D). Those interviewed included a workshop trainer and administrator from both IPAR and the NWREL Education and Work Program, the President and Executive Director of the Greater Portland Work-Education Council (GPWED), and the Directors of Career Education from each of the three school districts--

Portland, Hillsboro, and Tigard--a total of nine individuals. The interviews were conducted following the last workshop and all within a ten-day period.

III. Results of the Workshop Pre and Posttests

Tables 2-6 provide the data on the Workshop pre and posttest questionnaires. Table 2 shows the demographic data comparisons of project survivors and those in the original groups; Tables 3 and 4 provide the percents and means of items on both the pre and posttests; Table 5 gives the means and statistical test results of the attitude and self-confidence items; Table 6 presents the pre-post means for the attitude, self-confidence, and knowledge items which are the same on both the pre and post-test.

Deomographic and Background Information. There do not seem to be any important differences between the original group of participants and the group remaining at the end of the workshops in terms of their characteristics. There was also not a large difference between the initial group of comparison teachers and those who continued with the study through the posttest.

Differences between participant and comparison teachers do not readily appear in terms of their demographic characteristics.

TABLE 2

Demographic Data for Participant and Comparison Group Teachers:
Project Survivors and Original Groups

	Participants		Comparison	
	Original Group	Survivors	Original Group	Survivors
1. School Districts				
Hillsboro				
N	13	9	10	4
%	19.1%	19.6%	32.3%	19.0%
Tigard				
N	18	9	8	7
%	26.5%	19.6%	25.8%	33.3%
Portland				
N	37	28	13	10
%	54.4%	60.9%	41.9%	47.6%
Total N	68	46	31	21
2. Sex				
Male	54.4%	54.3%	54.8%	47.6%
Female	45.6%	45.7%	41.9%	47.6%
No Response	0.0%	0.0%	3.2%	4.8%
3. Teachers				
N	54	36	31	21
%	79.4%	78.3%	100%	100%
Administrators				
N	14	10	0	0
%	20.6%	21.7%	0.0%	0.0%

TABLE 2
(Continued)

	Participants		Comparison	
	Original Group	Survivors	Original Group	Survivors
4. Highest Degree held				
a. Bachelor	7.4%	4.3%	6.5%	4.8%
b. Bachelor plus additional work	30.9%	30.4%	38.7%	42.9%
c. Masters	4.4%	0.0%	3.2%	4.8%
d. Masters plus additional work	55.9%	63.0%	51.6%	47.6%
e. Doctorate	1.5%	2.2%	0.0%	0.0%
5. What grades do you currently teach?				
Primary (1,2,3)	13.2%	6.5%	12.9%	19.0%
Upper Elementary (4,5,6)	14.7%	10.9%	6.5%	9.5%
Middle/Junior High	29.4%	37.0%	38.7%	42.9%
Senior High	39.7%	41.3%	38.7%	28.6%
Special Education	0.0%	0.0%	3.2%	0.0%
No Response	2.9%	4.3%	0.0%	0.0%
6. What one term best describes the subject area you predominantly teach?				
a. Mathematics/Arithmetic	8.8%	10.9%	12.9%	19.0%
b. Vocational/technical/business	8.8%	10.9%	6.5%	9.5%
c. Natural sciences	13.2%	17.4%	35.5%	19.0%
d. Social Sciences/social studies/ history/government	13.2%	13.0%	6.5%	9.5%
e. Language arts/English	2.9%	2.2%	12.9%	9.5%
f. Elementary teacher (covering all or most areas)	29.4%	21.7%	22.6%	33.3%
g. Other	22.1%	21.7%	3.2%	0.0%
h. No response	1.5%	2.2%	0.0%	0.0%
7. What specific training have you had in career education, including teacher preparation courses, inservice workshops, etc?				
a. Committees, Advisory Groups				
N	12	9	1	0
%	17.7%	19.6%	3.2%	0.0%

TABLE 2
(Continued)

	Participants		Comparison	
	Original Group	Survivors	Original Group	Survivors
b. Coordinator of Career Education				
N	6	6	3	2
%	8.9%	13.1%	9.7%	9.5%
c. Inservice and other workshops				
N	28	20	9	7
%	41.2%	43.5%	29.0%	33.4%
d. Teacher Training Courses				
N	12	10	8	6
%	17.6%	21.7%	25.8%	28.6%
e. Cadre Training				
N	4	3	1	1
%	5.9%	6.5%	3.2%	4.8%
f. Other/Miscellaneous				
N	8	8	5	3
%	11.8%	17.4%	16.1%	14.3%
g. None				
N	29	17	11	7
%	42.6%	37.0%	35.5%	33.3%

TABLE 3

Work-Education Consortium Project
Pretest Data

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
**9. We would like to have your opinion as a junior high school teacher regarding the following statements. Please circle the number most closely corresponding to your feelings of "Strongly Agree" and "Strongly Disagree". There are no right or wrong answers so respond as honestly as you can.			
a. Career education should be taught by career education teachers rather than by regular teachers.			
$\bar{x}$*	3.3	3.9	3.0
N	(12)	(52)	(30)
b. Career education should include topics on work habits as well as occupational information.			
$\bar{x}$	4.5	4.5	4.3
N	(12)	(48)	(31)
c. Career education cannot be done effectively without the addition of new courses and new facilities (to the present educational program).			
$\bar{x}$	3.6	3.4	3.0
N	(13)	(52)	(31)
d. Parents can be good career education resource persons to use in school classrooms			
$\bar{x}$	4.3	4.5	4.5
N	(13)	(53)	(31)

* Means are based on a five-point scale with five as the most positive response.

** Items 1 - 8 were the demographic items found in Table 2.

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
e. It is important to help students prepare for the unpaid work as well as the paid work that they will do.			
$\bar{x}$	4.3	4.3	4.0
N	(13)	(44)	(30)
f. I would prefer to teach career education as a separate unit rather than integrating it with other instruction.			
$\bar{x}$	3.5	3.8	3.2
N	(12)	(52)	(30)
g. Career education is more important for the non-college bound student.			
$\bar{x}$	4.4	3.9	4.1
N	(13)	(52)	(31)
h. Teachers are being forced to accept career education.			
$\bar{x}$	2.7	2.8	2.4
N	(12)	(53)	(31)
i. Representatives from business, industry, and labor should be involved in helping determine the school district's educational policies.			
$\bar{x}$	3.3	3.7	3.7
N	(12)	(53)	(31)
j. Participation in community learning experiences should be restricted to those students who have already acquired the basics.			
$\bar{x}$	4.0	3.6	3.2
N	(13)	(53)	(31)

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
k. Career education should be primarily limited to students who demonstrate a particular need or interest in this type of learning.			
$\bar{x}$	3.9	4.2	3.8
N	(13)	(53)	(31)
l. Community work sites are good places for applying basic skills.			
$\bar{x}$	4.1	4.1	3.7
N	(13)	(53)	(31)
m. Career explorations in the community are less productive learning experiences than classroom study.			
$\bar{x}$	4.2	4.2	3.8
N	(13)	(52)	(31)
n. Only the best, most reliable students should be allowed to participate in individual learning experiences in the community.			
$\bar{x}$	4.2	4.2	3.8
N	(13)	(54)	(31)
o. Schools without career education fail to do an adequate job of preparing students for careers.			
$\bar{x}$	3.5	3.5	3.3
N	(13)	(54)	(31)
p. An effective school program of career education should result in more realistic career aspirations for students.			
$\bar{x}$	4.1	4.3	3.8
N	(13)	(53)	(30)

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
q. Infusing career education into the curriculum enhances student interest in learning.			
$\bar{x}$	4.1	4.0	3.5
N	(13)	(54)	(30)
r. An active career education program will detract from learning basic skills.			
$\bar{x}$	4.2	4.3	3.3
N	(13)	(54)	(31)
s. Few business people in this community have the time and the interest to give career related presentations to school classes.			
$\bar{x}$	4.1	3.8	3.2
N	(13)	(54)	(31)
		Percent of Responses	
10. Which one of the following best describes how adequately you are prepared for implementing career education?			
a. Adequately prepared	0%	6%	10%
b. Moderately prepared	10%	31%	24%
c. Slightly prepared	40%	40%	33%
d. Not prepared	50%	23%	33%
11. How confident do you feel in your ability to locate and obtain a community resource person who will fit <u>well</u> into your instructional needs?			
a. Very confident	0%	6%	14%
b. Moderately confident	10%	33%	29%
c. Slightly confident	20%	42%	33%
d. Not confident at all	70%	19%	24%

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
12. How confident do you feel about your ability to select a site in the community that would provide students a meaningful learning experience?			
a. Very confident	0%	19%	19%
b. Moderately confident	0%	31%	38%
c. Slightly confident	40%	42%	24%
d. Not confident at all	60%	8%	19%
13. How confident do you feel about your ability to develop career education curriculum units?			
a. Very confident	0%	6%	5%
b. Moderately confident	10%	31%	38%
c. Slightly confident	50%	33%	38%
d. Not confident at all	40%	31%	19%
14. How confident do you feel about your ability to effectively use a community resource person in your class?			
a. Very confident	0%	0%	5%
b. Moderately confident	0%	14%	9%
c. Slightly confident	10%	53%	48%
d. Not confident at all	90%	33%	38%
15. During the 1976-77 school year, I used the following methods for involving my class (es) in learning activities.			
a. Taken my class on a career-oriented field trip.			
$\bar{x}$*	7.4	.6	.5
N	(7)	(35)	(21)
b. Had a guest speaker from the community come to my class.			
$\bar{x}$	5.6	2.2	4.5
N	(6)	(35)	(21)

* Means of those respondents who provided a number. Some respondents wrote "many" or "several" which could not be entered into the calculation.

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
c. Used career education curriculum guides as resources for a classroom activity.			
$\bar{x}$	8.5	3.4	1.5
N	(6)	(32)	(21)
d. Used commercial career education materials such as films, slides, topics, etc. in a classroom activity.			
$\bar{x}$	25.2	4.6	3.3
N	(6)	(33)	(20)
e. Presented career education materials in a display.			
$\bar{x}$	5.3	1.3	.6
N	(7)	(34)	(21)
f. Engaged students in "hands on" type of classroom career experiences such as role playing, simulations, etc.			
$\bar{x}$	8.0	2.9	2.3
N	(6)	(34)	(21)
g. Sent students individually or in small groups into the community to seek job or other life role (e.g. consumer) information			
$\bar{x}$	2.7	1.7	1.1
N	(6)	(35)	(21)
h. Developed my own curriculum materials based on use of community resources.			
$\bar{x}$	5.0	4.4	.8
N	(7)	(34)	(20)

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
	Percent of Correct Responses		
16. In the Portland metropolitan area, which of the following would be the most efficient place to contact in order to schedule a professional person as a speaker for your classroom?			
*a. Institute for Public Affairs Research, Inc. (IPAR)	86%	74%	55%
b. Junior Chamber of Commerce (JayCees)			
c. Greater Portland Education and Work Council			
d. Education and Enterprise Together (EET)			
e. Intermediate Education District (IED)			
17. Which of the following organizations in Portland metropolitan area acts as a forum for collaboration between people from education, government, industry, labor, civic groups and others involved in the process of transition from school to work?			
a. Tri-County Consortium on Work and Education			
b. Community/Careers/Education Commission			
c. Organization for Business, Labor and Education			
*d. Greater Portland Work-Education Council.	21%	11%	10%
18. The best way to prepare community resource people for working with a class is:			
a. Tell them they may do whatever is the most comfortable for them.			
*b. Inform them of the purpose of their participation and offer them some suggestions as to how they can help achieve that purpose.	79%	74%	84%

* Indicates correct response

TABLE 3
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
c. Prepare a sample script and send it to them ahead of time indicating that is the type of thing you want.			
d. Send them a copy of the unit lession plan so they can see where they fit into your instruction.			
19. Name as many different types of community resources as you can.			
a. Categories of resources, e.g. public agencies, organizations, businesses			
$\bar{x}$	6.6	5.6	3.4
N	(5)	(38)	(17)
b. Names of private companies, organizations, etc.			
$\bar{x}$	5.0	2.3	3.2
N	(3)	(15)	(10)
c. Other Responses			
$\bar{x}$	1.0	---	---
N	(1)	---	---
	Percent of Responses		
20. What would you consider the most valid reasons for using community resources in your career education activities?			
a. Provides students with first-hand experience of real work world	50%	50%	35%
b. Adds relevance for students and educators	7%	20%	13%
c. Enhances human relations between schools, community, business	21%	19%	19%
d. Provides personal motivation for students	0%	9%	10%
e. Enhances learning experience	7%	9%	0%
f. Provides exposure to career opportunities	14%	17%	13%
g. Other	14%	7%	16%

TABLE 4

Work-Education Consortium Project
Posttest Data

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
1. School District (Circle one)			
Hillsboro 1 Tigard 2 Portland 3 (See Table 2)			
2. In the Portland metropolitan area, which of the following would be the most efficient place to contact in order to schedule a professional person as a speaker for your classroom?			
*a. Institute for Public Affairs Research, Inc. (IPAR)	80%	92%	62%
b. Junior Chamber of Commerce (Jaycees)			
c. Greater Portland Education and Work Council			
d. Education and Enterprise Together (EET)			
e. Intermediate Education District (IED)			
3. Which of the following organizations in the Portland metropolitan area acts as a forum for collaboration between people from education, government, industry, labor, civic groups and others involved in the process of transition from school to work?			
a. Tri-County Consortium on Work and Education			
b. Community/Careers/Education Commission			
c. Organization for Business, Labor and Education			
*d. Greater Portland Work-Education Council.	70%	81%	71%

TABLE 4
(Continued)

		Workshop Participants		Comparison Group
		Administrators	Teachers	Teachers
4. We would like to have your opinion as a senior high school teacher regarding the following statements. Please circle the number most closely corresponding to your feelings of "Strongly Agree: and "Strongly Disagree." There are no right or wrong answers, so respond as honestly as you can. (Strongly Agree-Strongly Disagree; 5 point scale with 5 as most positive.)				
a. Career education should be taught by career education teachers, rather than by regular teachers.	$\bar{x}$	3.8	4.0	3.0
	N	(9)	(36)	(21)
b. Participation in community learning experiences should not be restricted to those students who have already acquired the basics.	$\bar{x}$	3.8	3.8	4.1
	N	(9)	(36)	(21)
c. Schools without career education fail to do an adequate job of preparing students for careers.	$\bar{x}$	2.9	3.3	3.1
	N	(9)	(35)	(21)
d. Career education should be primarily limited to students who demonstrate a particular need or interest in this type of learning.	$\bar{x}$	4.2	3.9	3.6
	N	(9)	(36)	(21)
e. An effective school program of career education should result in more realistic career aspirations for students.	$\bar{x}$	4.1	4.1	3.9
	N	(9)	(36)	(21)
f. An active career education program will detract from learning basic academic skills.	$\bar{x}$	4.3	4.2	4.0
	N	(9)	(36)	(21)
g. I would prefer to teach career education as a separate unit, rather than integrating it with other instruction.	$\bar{x}$	3.7	3.8	3.2
	N	(9)	(36)	(21)

TABLE 4
(Continued)

		Workshop Participants		Comparison Group
		Administrators	Teachers	Teachers
h. Teachers are being forced to accept career education.	$\bar{x}$	2.9	2.8	2.6
	N	(9)	(35)	(21)
i. Infusing career education in the curriculum enhances student interest in learning.	$\bar{x}$	4.3	4.0	3.6
	N	(9)	(36)	(20)
j. Community work sites are good places for applying basic skills.	$\bar{x}$	4.6	3.9	3.8
	N	(9)	(36)	(19)
k. Few business people in this community have the time and the interest to give career-related presentations to school classes.	$\bar{x}$	3.8	3.9	3.5
	N	(9)	(36)	(21)
l. Career education can be done effectively without the addition of new courses and new facilities (to the present educational program).	$\bar{x}$	3.3	3.8	3.3
	N	(9)	(36)	(21)
m. Only the best, most reliable students should be allowed to participate in individual learning experiences in the community.	$\bar{x}$	4.1	4.3	4.3
	N	(9)	(36)	(21)
n. Career explorations in the community are less productive learning experiences than classroom study.	$\bar{x}$	3.8	4.0	3.7
	N	(5)	(36)	(21)
o. Representatives from business, industry, and labor should be involved in helping determine the school district's educational policies.	$\bar{x}$	4.0	3.7	3.5
	N	(5)	(36)	(21)

TABLE 4
(Continued)

	Percent of Responses														
	Workshop Participants										Comparison Group				
	Administrators					Teachers					Teachers				
	Times														
	0-1	2-3	4-5	6-7	8+	0-1	2-3	4-5	6-7	8+	0-1	2-3	4-5	6-7	8+
5. Indicate how many times during the current school year (1977-78) you have engaged in the following types of activities in your instruction.															
a. Had a guest speaker come to my class	20%	0%	40%	0%	40%	14%	42%	14%	19%	11%	38%	38%	10%	0%	14%
b. Sent students individually or in small groups into the community to seek career or other types of information	20%	20%	20%	0	40%	39%	28%	14%	0%	19%	60%	35%	0%	0%	5%
c. Taken students into the community to seek career or other types of information	40%	0%	20%	0%	40%	33%	39%	19%	3%	6%	67%	19%	10%	0%	5%

TABLE 4
(Continued)

		Mean Number of Acceptable Responses		
		Workshop Participants		Comparison Group
		Administrators	Teachers	Teachers
6. List the steps you would follow in preparation for bringing a community resource person into a class you are teaching.	$\bar{x}$	2.0	5.1	2.9
	N	(10)	(36)	(21)
		Percent of Responses		
7. Which one of the following best describes how adequately you are prepared for implementing career education?				
a. Adequately prepared		88%	50%	38%
b. Moderately prepared		13%	42%	29%
c. Slightly prepared		0%	6%	24%
d. Not prepared		0%	3%	5%
8. How confident do you feel in your ability to locate and obtain a community resource person who will fit <u>well</u> into your instructional needs?				
a. Very confident		75%	61%	33%
b. Moderately confident		25%	36%	38%
c. Slightly confident		0%	3%	29%
d. Not confident at all		0%	0%	0%

TABLE 4
(Continued)

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
9. How confident do you feel about your ability to select a site in the community that would provide students a meaningful learning experience?			
a. Very confident	63%	47%	33%
b. Moderately confident	38%	47%	24%
c. Slightly confident	0%	6%	33%
d. Not confident at all	0%	0%	10%
10. How confident do you feel about your ability to develop career education curriculum units?			
a. Very confident	63%	46%	24%
b. Moderately confident	38%	46%	38%
c. Slightly confident	0%	9%	29%
d. Not confident at all	0%	0%	10%
11. How confident do you feel about your ability to effectively use a community resource person in your class?			
a. Very confident	50%	69%	48%
b. Moderately confident	50%	28%	48%
c. Slightly confident	0%	3%	5%
d. Not confident at all	0%	0%	0%

TABLE 5

Pre and Posttest Data for Project Survivors--
Participant Teachers, Administrators and Comparison Group Teachers

	Workshop Participants		Comparison Group
	Administrators	Teachers	Teachers
Attitudes[1]			
Pretest			
$\bar{x}$	57.7	57.3	53.0
SD	2.3	6.1	5.5
N	(6)	(34)	(19)
Posttest			
$\bar{x}$	54.8	56.5	51.4
SD	9.2	6.1	6.2
N	(5)	(34)	(18)
Analysis of covariance on posttest mean controlling for pretest mean			F=.748 NS
Confidence[2]			
Pretest			
$\bar{x}$	17.8	14.1	13.9
SD	2.4	3.0	3.7
N	(10)	(35)	(21)
Posttest			
$\bar{x}$	17.7	17.5	15.2
SD	2.2	2.0	3.7
N	(4)	(35)	(21)
Analysis of covariance on posttest mean controlling for pretest mean			F=11.311 $p < .001$

1. Attitudes toward Career Education and use of community resources
2. Confidence in own ability to use community resources

TABLE 6

Pre and Posttest Data on Attitudes, Self-Confidence and Knowledge Items

Attitudes		Workshop Participants: Administrators Pre	Administrators Post	Teachers Pre	Teachers Post	Comparison Group: Teachers Pre	Teachers Post
We would like to have your opinion as a senior high school teacher regarding the following statements. Please circle the number most closely corresponding to your feelings of "Strongly Agree" and "Strongly Disagree." There are no right or wrong answers, so respond as honestly as you can.							
a. Career education should be taught by career education teachers, rather than by regular teachers.	$\bar{x}$	3.3	3.8	3.7	4.0	3.2	3.0
	N	(8)	(9)	(34)	(36)	(20)	(21)
b. Participation in community learning experiences should not be restricted to those students who have already acquired the basics.	$\bar{x}$	4.1	3.8	3.5	3.8	3.5	4.1
	N	(9)	(9)	(35)	(36)	(21)	(21)
c. Schools without career education fail to do an adequate job of preparing students for careers.	$\bar{x}$	3.6	2.9	3.6	3.3	3.5	3.1
	N	(9)	(9)	(36)	(35)	(21)	(21)
d. Career education should be primarily limited to students who demonstrate a particular need or interest in this type of learning.	$\bar{x}$	3.7	4.2	4.2	3.9	3.8	3.6
	N	(9)	(9)	(35)	(36)	(21)	(21)
e. An effective school program of career education should result in more realistic career aspirations for students.	$\bar{x}$	4.0	4.1	4.4	4.1	3.8	3.9
	N	(9)	(9)	(36)	(36)	(20)	(21)
f. An active career education program will detract from learning basic academic skills.	$\bar{x}$	4.2	4.3	4.3	4.2	3.6	4.0
	N	(9)	(9)	(36)	(36)	(21)	(21)

TABLE 6
(Continued)

		Workshop Participants				Comparison Group	
		Administrators		Teachers		Teachers	
		Pre	Post	Pre	Post	Pre	Post
g. I would prefer to teach career education as a separate unit, rather than integrating it with other instruction.	$\bar{x}$	3.6	3.7	3.5	3.8	3.1	3.2
	N	(8)	(9)	(34)	(36)	(21)	(21)
h. Teachers are being forced to accept career education.	$\bar{x}$	3.0	2.9	2.8	2.8	2.4	2.6
	N	(8)	(9)	(35)	(35)	(21)	(21)
i. Infusing career education in the curriculum enhances student interest in learning.	$\bar{x}$	4.3	4.3	4.0	4.0	3.5	3.6
	N	(9)	(9)	(36)	(36)	(21)	(20)
j. Community work sites are good places for applying basic skills.	$\bar{x}$	4.1	4.6	4.2	3.9	3.8	3.8
	N	(9)	(9)	(35)	(36)	(21)	(19)
k. Few business people in this community have the time and the interest to give career-related presentations to school classes.	$\bar{x}$	4.1	3.8	3.9	3.9	3.4	3.5
	N	(9)	(9)	(36)	(36)	(21)	(21)
l. Career education can be done effectively without the addition of new courses and new facilities (to the present educational program).	$\bar{x}$	3.6	3.3	3.5	3.8	3.3	3.3
	N	(9)	(9)	(34)	(36)	(21)	(21)
m. Only the best, most reliable students should be allowed to participate in individual learning experiences in the community.	$\bar{x}$	4.3	4.1	4.2	4.3	3.9	4.3
	N	(9)	(9)	(36)	(36)	(21)	(21)
n. Career explorations in the community are less productive learning experiences than classroom study.	$\bar{x}$	4.2	3.8	4.1	4.0	4.0	3.7
	N	(9)	(5)	(34)	(36)	(21)	(21)
o. Representatives from business, industry, and labor should be involved in helping determine the school district's educational policies.	$\bar{x}$	3.4	4.0	3.7	3.7	3.7	3.5
	N	(8)	(5)	(35)	(36)	(21)	(21)

TABLE 6
(Continued)

	Workshop Participants				Comparison Group	
	Administrators		Teachers		Teachers	
	Pre	Post	Pre	Post	Pre	Post
Self-Confidence						
	Mean responses on a 1-4 scale where 4=the least confidence and 1=most confidence					
Which one of the following best describes how adequately you are prepared for implementing career education?						
	$\bar{x}$ 3.4	3.9	2.8	3.4	2.9	3.0
a. Adequately prepared	N (10)	(8)	(35)	(36)	(21)	(20)
b. Moderately prepared						
c. Slightly prepared						
d. Not prepared						
How confident do you feel in your ability to locate and obtain a community resource person who will fit <u>well</u> into your instructional needs?						
	$\bar{x}$ 3.6	3.7	2.8	3.6	2.7	3.0
a. Very confident	N (10)	(8)	(36)	(36)	(21)	(21)
b. Moderately confident						
c. Slightly confident						
d. Not confident at all						
How confident do you feel about your ability to select a site in the community that would provide students a meaningful learning experience?						
	$\bar{x}$ 3.6	3.6	2.4	3.4	2.4	2.8
a. Very confident	N (10)	(8)	(36)	(36)	(21)	(21)
b. Moderately confident						
c. Slightly confident						
d. Not confident at all						
How confident do you feel about your ability to develop career education curriculum units?						
	$\bar{x}$ 3.3	3.6	2.9	3.4	2.7	2.7
a. Very confident	N (10)	(8)	(36)	(35)	(21)	(21)
b. Moderately confident						
c. Slightly confident						
d. Not confident at all						

TABLE 6
(Continued)

	Workshop Participants				Comparison Group	
	Administrators		Teachers		Teachers	
Self-Confidence	Pre	Post	Pre	Post	Pre	Post
How confident do you feel about your ability to effectively use a community resource person in your class?						
$\bar{x}$	3.9	*	3.2	3.7	3.2	3.4
N	(10)		(36)	(36)	(21)	(21)
a. Very confident						
b. Moderately confident						
c. Slightly confident						
d. Not confident at all						
Knowledge						
In the Portland metropolitan area, which of the following would be the most efficient place to contact in order to schedule a professional person as a speaker for your classroom?	Percent of correct responses					
	N=10		N=36		N=21	
**a. Institute for Public Affairs Research, Inc. (IPAR)	90%	80%	72%	92%	52%	62%
b. Junior Chamber of Commerce (Jaycees)						
c. Greater Portland Education and Work Council						
d. Education and Enterprise Together (EET)						
e. Intermediate Education District (IED)						
Which of the following organizations in the Portland metropolitan area acts as a forum for collaboration between people from education, government, industry, labor, civic groups and others involved in the process of transition from school to work?						
a. Tri-County Consortium on Work and Education						
b. Community/Careers/Education Commission						
c. Organization for Business, Labor and Education						
**d. Greater Portland Work-Education Council	30%	70%	8%	81%	10%	24%

*Administrators did not receive this item on the posttest
**Indicates correct response

However, there do appear to be differences between the participant and comparison groups in terms of previous training in career education concepts. These same differences between the groups may also be seen in other pretest data, primarily the attitude questions where the comparison group has a consistently lower mean score, although the differences are not large. On other items, such as the degree of self-confidence in implementing career education concepts and use of community resources, there is virtually no initial difference between the groups. For the question on the number of times the teacher has used various types of community resources, the comparison group is somewhat lower and it is likely they would have been lower still, except that a substantial proportion of the participant group was eliminated because of non-numerical responses (See footnote, Table 3, page 9). Item 20 provides the percent of respondents who gave acceptable reasons for using community resources. A lesser percentage of the comparison group were able to think of reasons to use community resources. Taken together, the data indicates it is likely that those motivated enough to attend such workshops were already more interested and knowledgeable concerning career education and use of community resources than the average teacher represented in the comparison group.

Finally, Item 19 asked respondents to name as many types of community resources as they could. Participant teachers were

able to name considerably more (on the average) general categories of community resources then the comparison teachers. Comparison teachers name somewhat more specific companies or organizations. Administrators showed themselves to be the most knowledgeable group for both types of responses.

Prepost Comparisons. Both pre and posttest data are available for the attitude scale, the self-confidence items, two knowledge items concerning IPAR and the Greater Portland Work-Education Council. This data can be found in Tables 5 and 6. Workshop participants, both teachers and administrators, failed to show any significant changes, pre to post, on the attitude scale. Participant teachers did, however, evidence gain on the self-confidence items and when the effects of the pretest were controlled with an analysis of covariance, the posttest scores were significantly different ($p < .001$) between the participant and comparison groups. Administrators did not show gain, however they were more positive initially. Both groups increased greatly in their ability to respond correctly to the knowledge items; however the participant group made substantially greater gains on both items, especially on the item concerning the Greater Portland Work-Education Council. Administrators initially evidenced more knowledge of the organizations than either group of teachers.

Posttest Comparisons. Participants were able to give substantially more acceptable responses when asked to list the steps to follow in preparation for bringing a community resource person into a class. Administrators, interestingly enough, gave fewer acceptable responses, on the average, than the comparison group

The comparison group on the posttest demonstrates a decidedly lower number of classroom activities involving use of community resources than do the participant teachers. The difference may be partly a function of the activities in which participant teachers engaged during the workshops. However, this potential difference was noticed in the similar item on the pretest and may reflect a genuine initial difference in the two groups.

Summary. It is evident that the participant and comparison groups of teachers were not initially the same, based on results of the pretest, although they were drawn from a similar population based on their districts, grade levels taught, sex, and other demographic characteristics. This was apparently due to the fact that those who were interested enough to attend workshops of this type were already more interested and knowledgeable about career education and use of community rexources in the instructional context. Nevertheless, the participant group did show greater gains on many of the pre-post items and scales and on posttest only items demonstrated that they were substantially more informed and were using community resources to a

far greater extent than the comparison group teachers.

Administrators indicated a considerably better initial knowledge and somewhat more positive attitudes than the participant teachers; however, they also showed a lesser degree of self-confidence in their ability to implement these concepts. Following the workshops administrators overall showed slightly less positive attitudes and no change in degree of self-confidence; they also were able to name fewer steps in preparing to use a community resource person than the comparison teachers.

IV. Activity Observations

Table 7 provides a summary of the Activity Observation data. The types of activities ranged from career exploration in both large and small groups to enrichment of classroom instruction and including a business skills contest. The technique most frequently used was a speaker (four times). Tours and informal discussions were used three times each. Often techniques were combined in various ways in order to provide instruction which would achieve the purpose of the overall activity.

Students were generally well prepared for the activity, although in two cases observers felt the community resource persons (CRP) could have been somewhat better apprised of their role. The most frequent criticism (in four of the activities observed) was that the students would have learned more if they had had

TABLE 7

Summary of Activity Observation Data

Type or Purpose of Activity

Career Exploration	6
Enrichment of Classroom Instruction	4
Business Skills Competition	1
Discovery of Local Community	1

Techniques Used

Speaker	4
Tour	3
Informal Discussion	3
Contest	1
Simulation Game	1
Slides	1

Were Students Adequately Prepared?

Yes	8
Partially	2
No	0

Ways the Activity Could be Improved

- Structure activity so that students have more active participation or "hands on" experience 4
- Provide a more informal atmosphere 1
- Prepare the community resource person (CRP) better 2
- Make activity more directly relevent to classroom instruction 1
- Prepare students better 1
- Provide students a form for recording observations 1
- Use smaller groups where lack of space exists 1
- Provide students an opportunity to visit alternative organizations where this type of work is conducted 1

Type of Presenter for Each Activity

Public Relations Agency Representative
Rescue Paramedic
Parent

TABLE 7
(Continued)

Account-Certified Public Accountant (CPA) and Business Experts
Actors in a Professional Theater
Representative from Kidney Donor Program
Welder
Managerof Cleaning Establishment
Certified Public Accountant
Not Specified

the opportunity for some type of "hands on" experience, i.e. more active or direct participation.

Summary. During the ten observations teachers had generally prepared the students and CRP's well. Observers felt in all ten situations that they were positive learning experiences and that the objectives were achieved for at least some, if not all, of the students.

V. Interagency Collaboration Interview

Tables 8 and 9 provide summaries of the data from the Interagency Collaboration Interviews.[1] Most respondents felt that their interagency collaboration had increased in the past year. This was considered to be due more to their mutual participation in the Greater Portland Work-Education Council than to participation in the Work-Education Consortium Project. This was the first team effort of NWREL and IPAR to work together on a project and it resulted in their decision to negotiate another mutual project.

Table 8 presents the responses to questions 5a and 5b, asking how respondents felt about collaborating with each of the other agencies on future projects. Most respondents thought that collaboration would be easy; however, they were nearly unanimous in indicating that it was important to have such collaboration.

1. Not all responses can be presented in order to protect anonymity. The data from questions two and three were not entirely consistent across agencies and were frequently an approximation based on the respondent's personal knowledge.

TABLE 8

Frequency of Responses:
How Agency Members Feel About Collaborating
With The Other Agencies

		It would be very difficult		No opinion		It would be easy
		1	2	3	4	5
5 a.	Portland Public Schools	1			1	6
	Hillsboro School District			1	2	5
	Tigard School District			1	2	5
	Greater Portland Work Education Council				1	6
	Northwest Regional Educational Laboratory				1	6
	Institute for Public Affairs Research			1	1	5
5 b.	Portland Public Schools				1	7
	Hillsboro School District					7
	Tigard School District				1	7
	Greater Portland Work Education Council				1	6
	Northwest Regional Educational Laboratory					7
	Institute for Public Affairs Research			1		6

Comments

Allowances must be made for bureaucratic and polital problems when agencies work together (2)

Responses to the open-ended questions can be found in Table 9. The most frequent criticism of the project was that it was not designed with one person coordinating the work. Another major problem was a very wide diversity of knowledge among workshop participants concerning the use of community resources which made it difficult to gear the workshops and activities to meet the widely varying needs. Both of these problems remained for the life of the project, but were dealt with by extra efforts on the part of the various agencies and staff to accommodate and keep the lines of communication open.

Factors which facilitated the project and the interagency collaboration included: the fact that all the agencies were members of the Greater Portland Work-Education Council (4); that the agencies were all very interested in collaboration and worked to keep communication from breaking down (3); project staff and the agencies made extra efforts in working together (3); and that the administration of all the agencies believed in the goals and philosophy of the project (2).

One other comment was made in a similar way by six of the nine agency respondents. This was an expressed disappointment in the attitude of workshop participant teachers, many of whom were seen to have not participated wholeheartedly nor to have been interested in increasing their professional knowledge.

TABLE 9

Categories of Responses Concerning Factors in Interagency Collaboration for the USOE Work-Education Consortium Project

Obstacles to Collaboration or Problems Within the Project

Category of Response	Frequency
No one person was in charge or acted as coordinator	4
Wide diversity of knowledge among participants concerning use of the community	3
Participant selection could not be done as proposed	2
Participant selection criteria were not clear	1
All the agencies did not participate in writing the proposel	1
Timelines were too tight for participant and comparison group selection	1

Factors which facilitated Collaboration or the Project

All the agencies were members of and participants in the Greater Portland Work-Education Council	4
All the agencies involved really wanted to collaborate on such a project and kept the communications open	3
Project staff and agencies made special "above and beyond" efforts	3
Administration of all the agencies believed in the goals and philosophy of the project	2
IPAR already had a network of relationships with teachers and businesses set up	2

Other Comments

Many teachers did not show professionalism in their participation, i.e. produced poor Activity Cards, failed to try and increase their knowledge or refused to take initiative for their activities	6

One unanticipated result of the collaboration effort was that the school administrators who participated in the workshops developed a set of recommendations which they presented to the Greater Portland Work-Education Council at the final workshop session. The Council addressed these recommendations in discussion and by writing letters to district superintendents to encourage districts to make funds available that will facilitate teachers' use of community resources. The Council also did some investigation of other funding sources in order to pass this information to the districts.

Summary. Agencies involved in the Work-Education Consortium Project appear to have felt that collaboration was generally successful and that much cooperation occurred during the project. Respondents showed consistency in pointing out both the problems and factors which facilitated the collaborative effort. Major problems were that the project had been designed without a coordinator and that workshop participants did not share a relatively homogeneous knowledge about the use of community resources. Positive aspects included the mutual membership on the GPWEC and the fact that all the agencies had a common interest in both collaboration and in the project itself. Another result was that the school administrators participating in the workshops used the support and participation of the Greater Portland Work-Education Council to advantage by providing them with recommended actions which would further facilitate the schools' use of community resources.

VI. Conclusions

The evaluation of the USOE Work-Education Consortium Project was based on instrumentation designed to address various aspects of the project. The pre and posttest results showed that the workshop participant teachers gained in self-confidence and in knowledge of IPAR and the Greater Portland Work-Education Council. They were also distinctly superior to a group of comparison teachers in the number and clarity of steps in preparation for using a community resource person they could provide and in the frequency with which they engaged in instructional activities using community resources. Activity observations of a random sample of the participant teachers also indicated that they generally knew how to prepare both students and community resource persons in order to produce a successful instructional situation.

Participant administrators did not show substantial gains on the posttest, however, they generally had higher scores on the pretest than teachers. It is possible that administrators were interested in and attentive to different aspects of the workshops than the teachers and that this learning was not tapped by the pre and posttests. This is further suggested by the fact that, as a group, the administrators developed a set of recommendations to the Greater Portland Work-Education Council concerning how the Council could support and facilitate school use of community resources. This was a spontaneous activity of the administrators

and not planned as part of their participation in the workshops. Administrators also met with trainers during the project and assisted them in making decisions concerning needed modifications in the workshops for both teachers and administrators.

A very successful aspect of the Work-Education Consortium Project was the collaboration between the six agencies or organizations involved. Interviews with nine representatives of these agencies and organizations indicated that, although the project had at least two major problems, the cooperation among these groups not only averted disaster but brought the project to a positive conclusion. The two major problems encountered were that the project did not have a single individual responsible for coordination and that the workshop participants were quite diverse in their previous experience with and knowledge concerning career education and use of community resources. This made it difficult for workshop trainers to meet the needs of all participants and resulted in some participant attrition.

Factors which most contributed to a useful collaborative effort were that all the agencies were committed to collaboration (as evidenced by their membership on the Greater Portland Work-Education Council) and to the goals of the project. This resulted in extra effort on the part of collaborators to work together and keep communication lines open--for example, to attend extra meetings in order to iron out problems.

APPENDIX A

Example of the USOE
Work-Education Consortium Project Pretest

DISTRIBUTION OF THE USOE WORK-EDUCATION CONSORTIUM
PROJECT QUESTIONNAIRE:

JUNIOR HIGH SCHOOL VERSION

Name _____

1. School District _____

2. School Name _____

3. Sex: a. Male *(Circle the appropriate letter.)*
   b. Female

4. Highest degree held:

   a. Bachelor
   b. Bachelor plus additional work
   c. Masters
   d. Masters plus additional work
   e. Doctorate

5. What grades do you currently teach? *(Circle all that apply.)*

   K 1 2 3 4 5 6 7 8 9 10 11 12

6. How many years have taught? _____

7. What one term best describes the subject area you predominantly teach? *(Circle the letter for the term(s) that are closest.)*

   a. Mathematics/Arithmetic
   b. Vocational/technical/business
   c. Natural sciences
   d. Social sciences/social studies/history/government
   e. Language arts/English
   f. Elementary teacher (covering all or most areas)
   g. Other: Specify _____

8. What specific training have you had in career education, including teacher preparation courses, inservice workshops, etc.?

9. We would like to have your opinion as a junior high school teacher regarding the following statements. Please circle the number most closely corresponding to your feelings of "Strongly Agree" and "Strongly Disagree". There are no right or wrong answers so respond as honestly as you can.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A. Career education should be taught by career education teachers rather than by regular teachers.	1	2	3	4	5
B. Career education should include topics on work habits as well as occupational information.	1	2	3	4	5
C. Career education cannot be done effectively without the addition of new courses and new facilities (to the present educational program).	1	2	3	4	5
D. Parents can be good career education resource persons to use in school classrooms.	1	2	3	4	5
E. It is important to help students prepare for the unpaid work as well as the paid work that they will do.	1	2	3	4	5
F. I would prefer to teach career education as a separate unit, rather than integrating it with other instruction.	1	2	3	4	5
G. Career education is more important for the non-college bound student.	1	2	3	4	5
H. Teachers are being forced to accept career education.	1	2	3	4	5
I. Representatives from business, industry, and labor should be involved in helping determine the school district's educational policies.	1	2	3	4	5
J. Participation in community learning experiences should be restricted to those students who have already acquired the basics.	1	2	3	4	5
K. Career education should be primarily limited to students who demonstrate a particular need or interest in this type of learning.	1	2	3	4	5
L. Community work sites are good places for applying basic skills.	1	2	3	4	5
M. Career explorations in the community are less productive learning experiences than classroom study.	1	2	3	4	5

Circle the letter of the response which most closely fits your feelings.

10. Which one of the following best describes how adequately you are prepared for implementing career education?

    a. Adequately prepared
    b. Moderately prepared
    c. Slightly prepared
    d. Not prepared

11. How confident do you feel in your ability to locate and obtain a community resource person who will fit <u>well</u> into your instructional needs?

    a. Very confident
    b. Moderately confident
    c. Slightly confident
    d. Not confident at all

12. How confident do you feel about your ability to select a site in the community that would provide students a meaningful learning experience?

    a. Very confident
    b. Moderately confident
    c. Slightly confident
    d. Not confident at all

13. How confident do you feel about your ability to develop career education curriculum units?

    a. Very confident
    b. Moderately confident
    c. Slightly confident
    d. Not confident at all

14. How confident do you feel about your ability to effectively use a community resource person in your class?

    a. Very confident
    b. Moderately confident
    c. Slightly confident
    d. Not confident at all

	Strongly Agree	Agree	No Opinion	Disagree	Strongly disagree
N. Only the best, most reliable students should be allowed to participate in individual learning experiences in the community.	1	2	3	4	5
O. Schools without career education fail to do an adequate job of preparing students for careers.	1	2	3	4	5
P. An effective school program of career education should result in more realistic career aspirations for students.	1	2	3	4	5
Q. Infusing career education into the curriculum enhances student interest in learning.	1	2	3	4	5
R. An active career education program will detract from learning basic academic skills.	1	2	3	4	5
S. Few business people in this community have the time and the interest to give career related presentations to school classes.	1	2	3	4	5

15. During the 1976-77 school year, I used the following methods for involving my class(es) in learning activities:

(Indicate the number of times you have used these methods. Write "0" if you have not used a particular method.)

a. ____ Taken my class on a career-oriented field trip.

b. ____ Had a guest speaker from the community come to my class.

c. ____ Used career education curriculum guides as resources for a classroom activity.

d. ____ Used commercial career education materials such as films, slides, topics, etc. in a classroom activity.

e. ____ Presented career education materials in a display.

f. ____ Engaged students in "hands on" type of classroom career experiences such as role playing, simulations, etc.

g. ____ Sent students individually or in small groups into the community to seek job or other life role (e.g. consumer) information.

h. ____ Developed my own curriculum materials based on use of community resources.

Circle the letter of the one response which best answers each item.

16. In the Portland metropolitan area, which of the following would be the most efficient place to contact in order to schedule a professional person as a speaker for your classroom?

a. Institute for Public Affairs Research, Inc. (IPAR)

b. Junior Chamber of Commerce (JayCees)

c. Greater Portland Education and Work Council

d. Education and Enterprise Together (EET)

e. Intermediate Education District (IED)

17. Which of the following organizations in the Portland metropolitan area acts as a forum for collaboration between people from education, government, industry, labor, civic groups and others involved in the process of transition from school to work?

a. Tri-County Consortium on Work and Education

b. Community/Careers/Education Commission

c. Organization for Business, Labor and Education

d. Greater Portland Work and Education Council

18. The best way to prepare community resource people for working with a class is:

a. Tell them they may do whatever is the most comfortable for them.

b. Inform them of the purpose of their participation and offer them some suggestions as to how they can help achieve that purpose.

c. Prepare a sample script and send it to them ahead of time indicating that is the type of thing you want.

d. Send them a copy of the unit lesson plan so they can see where they fit into your instruction.

19. Name as many different types of community resources as you can.

20. What would you consider the most valid reasons for using community resources in your career education activities?

APPENDIX B

Example of the USOE
Work-Education Consortium Project Posttest

USOE WORK-EDUCATION CONSORTIUM PROJECT

FOLLOW-UP QUESTIONNAIRE

ELEMENTARY SCHOOL VERSION

Name: _____

Please respond to the items in this questionnaire as honestly and completely as possible.

1. School District (Circle one)

Hillsboro	Tigard	Portland
1	2	3

Circle the letter of the one response which best answers each of the following items.

2. In the Portland metropolitan area, which of the following would be the most efficient place to contact in order to schedule a professional person as a speaker for your classroom?

   a. Institute for Public Affairs Research, Inc. (IPAR)
   b. Junior Chamber of Commerce (Jaycees)
   c. Greater Portland Education and Work Council
   d. Education and Enterprise Together (EET)
   e. Intermediate Education District (IED)

3. Which of the following organizations in the Portland metropolitan area acts as a forum for collaboration between people from education, government, industry, labor, civic groups and others involved in the process of transition from school to work?

   a. Tri-County Consortium on Work and Education
   b. Community/Careers/Education Commission
   c. Organization for Business, Labor and Education
   d. Greater Portland Work and Education Council

4. We would like to have your opinion as an elementary school teacher regarding the following statements. Please circle the number most closely corresponding to your feelings of "Strongly Agree" and "Strongly Disagree." There are no right or wrong answers, so respond as honestly as you can.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Dis
a. Career education should be taught by career education teachers, rather than by regular teachers.	1	2	3	4	5
b. Participation in community learning experiences should not be restricted to those students who have already acquired the basics.	1	2	3	4	5
c. Schools without career education fail to do an adequate job of preparing students for careers.	1	2	3	4	5
d. Career education should be primarily limited to students who demonstrate a particular need or interest in this type of learning.	1	2	3	4	5
e. An effective school program of career education should result in more realistic career aspirations for students.	1	2	3	4	5
f. An active career education program will detract from learning basic academic skills.	1	2	3	4	5
g. I would prefer to teach career education as a separate unit, rather than integrating it with other instruction.	1	2	3	4	5
h. Teachers are being forced to accept career education.	1	2	3	4	5
i. Infusing career education in the curriculum enhances student interest in learning.	1	2	3	4	5
j. Community work sites are good places for applying basic skills.	1	2	3	4	5
k. Few business people in this community have the time and the interest to give career-related presentations to school classes.	1	2	3	4	5
l. Career education can be done effectively without the addition of new courses and new facilities (to the present educational program).	1	2	3	4	5
m. Only the best, most reliable students should be allowed to participate in individual learning experiences in the community.	1	2	3	4	5

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disag
n. Career explorations in the community are less productive learning experiences than classroom study.	1	2	3	4	5
o. Representatives from business, industry, and labor should be involved in helping determine the school district's educational policies.	1	2	3	4	5

5. Indicate how many times during the current school year (1977-78) you have engaged in the following types of activities in your instruction.

	0-1 times	2-3 times	4-5 times	6-7 times	8 + times
a. Had a guest speaker come to my class.	1	2	3	4	5
b. Sent students individually or in small groups into the community to seek career or other types of information.	1	2	3	4	5
c. Taken students into the community to seek career or other types of information.	1	2	3	4	5

Have you used any other type of activities involving community resources? If so, please specify:

d. _____					
_____	1	2	3	4	5
e. _____					
_____	1	2	3	4	5

6. List the steps you would follow in preparation for bringing a community resource person into a class you are teaching.

Circle the letter of the response which most closely fits your feelings.

7. Which one of the following best describes how adequately you are prepared for implementing career education?

   a. Adequately prepared
   b. Moderately prepared
   c. Slightly prepared
   d. Not prepared

8. How confident do you feel in your ability to locate and obtain a community resource person who will fit <u>well</u> into your instructional needs?

   a. Very confident
   b. Moderately confident
   c. Slightly confident
   d. Not confident at all

9. How confident do you feel about your ability to select a site in the community that would provide students a meaningful learning experience?

   a. Very confident
   b. Moderately confident
   c. Slightly confident
   d. Not confident at all

10. How confident do you feel about your ability to develop career education curriculum units?

    a. Very confident
    b. Moderately confident
    c. Slightly confident
    d. Not confident at all

11. How confident do you feel about your ability to effectively use a community resource person in your class?

    a. Very confident
    b. Moderately confident
    c. Slightly confident
    d. Not confident at all

APPENDIX C

Copy of the Observer's Questionnaire
and the Instructions to the Activity Observer

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

Memo to the Activity Observer

The purpose of the observed activities is to provide us with some information on the degree to which the Work-Education Consortium Project workshops have helped teachers with the skills and confidence to make effective use of a Community Resource Person (CRP) in their instruction. Attached you will find two copies of the "Observer's Questionnaire" so that if you like you can make notes on one and submit the other.

The Work-Education Consortium Project has two purposes for the collaboration of schools and community resource persons. The first is to make instruction more relevant, to demonstrate that classroom learning is important in the "real world" and in what ways it is important. Second, is to integrate or infuse career education concepts into instructional activities. Try to hold these purposes in mind while observing.

Please use the enclosed envelope to return the completed questionnaires directly to me.

Thank you very much for your participation.

Sincerely,

Sharon K. Owen
Evaluation Specialist
Research and Evaluation
Education and Work Program

SKO:skq

Enclosures

AN EQUAL OPPORTUNITY EMPLOYER

OBSERVER'S QUESTIONNAIRE

As you observe the activity involving a Community Resource Person (CRP), please respond to the questions below.

1. (a) What were the purposes for the activity? (Ask the teacher ahead of time.)

_____

_____

_____

_____

(b) What techniques were used (by the teacher or the CRP) to accomplish each purpose?

_____

_____

_____

_____

2. Record comments or activities you observe that indicate participants were prepared for the activity. For example: "Students referred to some pamphlets the class discussed prior to CRP visit" or "CRP had slides that directly related to this group's interest in marine biology."

3. What were some positive results from the experience that you observed

   (a) for the students?

   (b) for the CRP?

4. What are some ways the activity could have been improved (e.g. other techniques that could have been used)

   (a) for the students?

   (b) for the CRP?

5. Are there any other comments you would like to make about the purposes, preparation or conduct of this activity?

APPENDIX D

Copy of the Interagency Collaboration
Interview Form

Agency/Office/Program

Name

Position

USOE Work-Education Consortium Project Agency Collaboration Interview

1. What role did your agency/office/program have in the Work-Education Consortium Project?

2. What was your own role in the Work-Education Consortium Project?

3. In the year preceding this project, approximately how many times has your agency/office/program been involved with these agencies:

Portland Public Schools _____
Hillsboro School District _____
Tigard School District _____
Greater Portland Work Education Council _____
Northwest Regional Educational Laboratory _____
Institute for Public Affairs Research _____

4. Since beginning this project, approximately how many times has your agency/office/program been involved with these agencies (a. on this project, b. on other projects):

Portland Public Schools a.____ b.____
Hillsboro School District a.____ b.____
Tigard School District a.____ b.____
Greater Portland Work Education Council a.____ b.____
Northwest Regional Educational Laboratory a.____ b.____
Institute for Public Affairs Research a.____ b.____

5. How would you feel about collaborating with each agency on other projects?

	It would be very difficult		No opinion		It would be easy	Comments
a. Portland Public Schools	1	2	3	4	5	
Hillsboro School District	1	2	3	4	5	
Tigard School District	1	2	3	4	5	
Greater Portland Work Education Council	1	2	3	4	5	
Northwest Regional Educational Laboratory	1	2	3	4	5	
Institute for Public Affairs Research	1	2	3	4	5	

	I would not seek to do so		No opinion		I would look forward to it	Comments
b. Portland Public Schools	1	2	3	4	5	
Hillsboro School District	1	2	3	4	5	
Tigard School District	1	2	3	4	5	
Greater Portland Work Education Council	1	2	3	4	5	
Northwest Regional Educational Laboratory	1	2	3	4	5	
Institute for Public Affairs Research	1	2	3	4	5	

6. a. What factors, if any, created problems or barriers to collaboration on this project?

b. Were these problems/barriers removed?

c. If yes, how?

7. a. What factors, if any, facilitated collaboration on this project?

b. In what way did each facilitate collaboration?

8. Have there been any outcomes from the collaboration on this project which you did not anticipate?